Summative Turnaround Principle Rubric

Turnaround Principle #6- Effective Use of Data

ENABLING THE EFFECTIVE USE OF DATA					
TURNAROUND PRINCIPLE 6	Ensure the school-wide use of data focused on improving teaching and learning.				
INDICATORS	Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
6.1 Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	• Needs assessment data • School climate surveys • School focus groups • Discipline and referral data • Attendance data • Data from social workers and guidance staff • Artifacts and student progress	Data on attendance, tardies, office referrals and suspensions are not accurate and rarely analyzed to inform decisions for improvement.	Data on attendance, tardies, office referrals and suspensions are available with some effort, though there is inconsistent analysis to identify and address students most frequently referred and/or suspended.	Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended.	Culture and climate indicators are identified, data are collected and school stakeholders analyze results to make continuous refinements.
		Notice of school events go out to families.	Families know about special events at the school and their participation is tracked.	Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades).	Clear systems with multiple pathways for family and community voice and participation in school are evident. Parent perspective is included in plans for school improvement. Community leaders and school system managers are active partners in the leader's decision making process.
		Input and dialogue from stakeholders regarding school climate and culture is not considered. Decisions are not communicated to stakeholders	Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership.	Climate and culture surveys are given to students, families, teachers and some stakeholders. The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement.	Climate and culture surveys are given to all stakeholders. Response rates are above 50%. Survey results are discussed as a community and plans for improvement are developed and implemented.
6.2 Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for	• Samples of data presented to staff • Data analysis documentation • Data analysis	Systems are not in place that enable staff to review and analyze data to inform decisions.	A range of student data are collected across classrooms and manually managed to create user-friendly formats for analysis.	Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data.	The use of data management systems is institutionalized across the school, providing teachers and other leaders instant access to a range of data and analyses to information decision-making.

	improving student achievement.	summaries/reports • Needs assessment data • School focus groups	Teachers do not access data in user-friendly formats information instruction.	Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions.	Teachers have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings and targeted interventions are informed by the data.	Teachers have on-demand access to and are using data that are clear and easy to analyze collaboratively. Instructional strategies, student groupings and targeted interventions are informed by the data and positive results are linked to these interventions.
			Data review protocols are not in place, therefore, data is rarely used to guide decision making.	Data review protocols are used sporadically to track and monitor the progress of all students.	Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan.	The school community is dedicated to reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring the implementation of the School Improvement Plan to drive continuous improvements.
6.3	A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation	• Master schedule • Data team work • Samples of data presented to staff • Data analysis documentation • Data analysis summaries and reports • Needs assessment data • School improvement plan	There is not a specific schedule and process in place for the analysis of on-going formative assessment data.	Teachers have data "events" where they focus on analyzing formative assessment data.	Teachers have regularly scheduled collaboration time and focus on analyzing formative assessment data.	Teachers have scheduled time and a systematic process for analyzing formative assessment data.
			Professional development is not intentionally linked to teacher learning needs as identified through a rigorous analysis of multiple sources of data.	Professional development is loosely linked to addressing instructional needs of teachers.	As a result of principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs.	As a result of principal and teacher analysis of multiple sources of data, professional development is differentiated and targets the specific learning needs of teachers.
			Leader walk-throughs are not scheduled and do not systematically focus on addressing high priority needs.	Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers.	Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	Leader walk-throughs are scheduled and adhered to, strategically targeting teachers with particular development needs while supporting all.